DOCUMENT RESUME

ED 064 485 VT 015 682

AUTHOR Brown, Donald V., Comp.
TITLE Manual for Local Evaluation. Second Edition. Tennessee Local Evaluation Project.
INSTITUTION Tennessee Occupational Research and Development Coordinating Unit, Knoxville.; Tennessee State Dept. of Education, Nashville.
PUB DATE Nov 71
NOTE 63p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Administrator Role; Advisory Committees; Evaluation Methods; *Manuals; *Measurement Instruments; *Methodology; *Program Evaluation; Student Evaluation; Systems Approach; *Vocational Education; Vocational Followup
IDENTIFIERS Local Programs

ABSTRACT

Based on a compilation of concepts and materials from various sources, this manual outlines a systems approach to the evaluation of local vocational education programs. Local evaluation is viewed as a team effort by those responsible for improvement in the system and is to be carried out as a continuous process. Major sections of the manual are: (1) The Local Evaluation Point of View, (2) Preparation for the Evaluation of Local Programs, (3) Major Activities and the Systematic Approach, (4) Organizing and Using Major Resources for Evaluation, (5) Product Evaluation - Student Follow-up and Employee Appraisal, and (6) Planned Action - Evaluation. Included in the appendixes are sample data collection instruments and cover letter. (JS)

024-00007
11-71-002M

ED 064485

MANUAL FOR LOCAL EVALUATION

Second Edition

TENNESSEE RESEARCH COORDINATING UNIT FOR VOCATIONAL EDUCATION
STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL-TECHNICAL EDUCATION
AND
UNIVERSITY OF TENNESSEE
COLLEGE OF EDUCATION
909 MOUNTCASTLE STREET
KNOXVILLE, TENNESSEE 37916

VT015682

TENNESSEE

LOCAL EVALUATION PROJECT

MANUAL FOR LOCAL EVALUATION

Second Edition

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Compiled and Edited
by
Donald V. Brown
Associate Professor

Research Coordinating Unit
College of Education
The University of Tennessee
Knoxville, Tennessee

in cooperation
with

Division of Vocational-Technical Education
Tennessee Department of Education
Nashville, Tennessee

November 1971

FOREWORD

The concepts and materials incorporated in this manual, while compiled and edited by one person, were derived from various sources. Research and development in Vocational Education Evaluation by the Multi-State Project, headed by Dr. Harold M. Byram and subsequent projects directed by Dr. Robert Norton and Dr. Floyd McKinney and others have contributed to this manual. Their assistance to the Tennessee Local Evaluation Project in total is acknowledged and recognized.

Cooperation of State Division of Vocational-Technical Education personnel, the administration, faculty and Boards of Education of the Memphis Area School, Polk and Robertson County schools has helped in the design and development of this project. Special thanks go to Mr. William Harrison and his State Staff, Richard Castilon, Roy Crabtree, Gus Eichholtz, T. J. Hendrickson, Elmo Johnson and George Whedbee and their vocational faculty and guidance folks. For these hundreds of man hours of contributed consultation, we are indebted.

With a LOCAL focus, this manual attempts to present a systems approach to evaluate the process and the product of vocational education. The approach holds as primacy that evaluation is a means to form, shape and improve. Recognizing the importance of both objective expertise and involvement of those responsible for improvement change, the proposal is to team evaluate each program with common instruments. The domains of evaluation presently considered are: Public Relations, Facilities, Learning Activities, Student Follow-Up and Employee Appraisal.

TABLE OF CONTENTS

	Page
FOREWORD	i
LIST OF APPENDICES	iv
CHAPTER	
I. THE LOCAL EVALUATION POINT OF VIEW	1
Why Evaluate Vocational Education Program?	1
Who Is Involved in Local Program Evaluation?	2
The Process and the Product	2
Self-Evaluation and Outside Evaluation	3
Involvement in Evaluation	3
Point of View of This Project	4
II. PREPARATION FOR THE EVALUATION OF LOCAL PROGRAMS	7
Deciding What to Include in the Local Evaluation	7
Broadening the Approach of Evaluation	10
Administrative Authority in Program Evaluation	10
Developing a Plan for Directing the Evaluation	11
Developing Competency in Program Evaluation	11
III. MAJOR ACTIVITIES AND THE SYSTEMATIC APPROACH	13
Studying the Existing Program	13
Stating Philosophy and Objectives	13
Formulating Evaluation Criteria	13

		Page
	Analyzing, Interpreting and Reporting Information	14
	Formulating and Implementing Recommendations	14
IV.	ORGANIZING AND USING MAJOR RESOURCES FOR EVALUATION	17
	The Role of the Local Leader	17
	Faculty Involvement	18
	Citizen Involvement of Program Evaluation Through Advisory Committees	19
	Kinds of Advisory Committees, Roles	20
V.	PRODUCT EVALUATION – STUDENT FOLLOW-UP AND EMPLOYEE APPRAISAL	29
	Product Process Evaluation Relationship	29
	Purposes of the Student Follow-up	31
	Students to be Sampled	31
	Analysis of Student Follow-up	34
	Employee Assessment Interview	34
	Interview Procedure	35
	Analysis of Employee Appraisal	36
VI.	PLANNED ACTION – EVALUATION	37
	Formulation and Implementation of Recommendations	37
	Responsibilities	
	RCU	41
	Local School	41
	References	43

LIST OF APPENDICES

APPENDIX

A - Department of Industrial Education General Objectives To Develop In Each Student

B - Public Relations Evaluation

C - Vocational Facilities Evaluation

D - Evaluation of Learning Activities

E - Student Follow-up

F - Employee Appraisal Form

G - Evaluative Material for Student Follow-up, Procedure and Appraisal

LOCAL EVALUATION MANUAL FOR VOCATIONAL-TECHNICAL EDUCATION

CHAPTER I

THE LOCAL EVALUATION POINT OF VIEW

Why Evaluate Vocational Education Programs?

1. The Vocational Education Amendments of 1968 require evaluation.

2. Tennessee State Plan requires a state advisory council based upon Public Law 90-576.

3. The advisory council annual report (1970) recommends:

   Some procedures should be established whereby programs in vocational technical education may be evaluated on a basis of quality as well as quantity.

   There should be asserted effort to develop an organized plan for collection and dissemination of valid and reliable data pertinent to the program planning and evaluation effort.

   The council recommends the development of a plan for comprehensive evaluation of each technical education program in the state. This evaluation should consist of process as well as the product of instructional effort.

4. Tennessee is fast becoming an industrial state. Programs in vocational-technical education have significant and direct effect on the speed, development and expansion of the economy.

5. Vocational-technical education should shape the work and the lives of youth and adults.

6. There are questions as to the type and quality of programs required in specific geographic areas. Evaluation will help answer these questions.

Who is Involved in Local Program Evaluation?

Teachers have commonly evaluated achievement of their students. Vocational-technical teachers are accustomed to evaluating on the basis of specific objectives or competencies which have been spelled out and defined for the appropriate knowledge and skills or technology required for an occupation.

Vocational education evaluation concerns the total effort of the teachers and students toward career preparation for the world of work. It is recognized that vocational-technical programs are being evaluated perhaps informally or indirectly. The concern now is with a systematic and organized approach to a continuing local evaluation.

Evaluation is the prerequisite to the improvement of any program. It properly starts with the identification or formation of program goals or general objectives. The focus of the local evaluation is defining the intent to which these goals are being achieved in the local area.

The Process and the Product

Vocational-technical education is a service to local business and industry to provide the appropriate personnel for the production or distribution of a competitive commodity. Student personnel in vocational-technical education are therefore the legitimate product.

The basic concern is whether the students meet the needs of industry, whether the students are getting the career preparation they expect from the program and whether this is comparable to the effort they are putting in. Evaluation should concern itself with the product or output as well as the process of vocational education.

Accreditation and state evaluation programs commonly place considerate interest on the ways and means that represent the educational process. The approach has been to establish standards which need to be met and to determine how nearly a program measures up to this standard or how a certain program compares with other programs in another locale within the state or region. Those people involved or affected by such evaluation usually have only a token interest in this approach. The relationships between accreditation and the local evaluation program is one of mutual support. Both are considered essential to the total educational program.

Self-Evaluation and Outside Evaluation

Self-evaluation is that process commonly made by the school staff and the administration through joint efforts. There is some advantage to this approach as the personnel involved must subsequently implement the recommendations for change and bring about those changes. The difficulty which sometimes occurs, however, is that people involved in the program evaluation may be so close to the situation that they fail to sense some of the elements which need to be examined. Some school people may feel they lack the competence first to develop the evaluation instruments, and then to analyze and interpret the data.

To compensate for some of these limitations some evaluation programs have been carried out employing outside consultants who are experienced in the area of evaluation. The experts may make the evaluation or assist the local personnel to make it. The latter has the benefit of obtaining outside competencies yet retaining the local involvement of staff people who must implement the indicated necessary changes.

Involvement in Evaluation

One of the principles of evaluation which receives increasing acceptance is that those who are to be affected by and who will be responsible for implementing changes which are a result of the evaluation, should be involved in the process. This is to say that those who are to change the program outcomes should

be those who have helped establish the program evaluation. It is indeed the faculty members who have responsibility for designing and/or changing vocational-technical programs, it is the faculty then who should be involved in the evaluation project. It is the intent of this project to provide some means of incentive to encourage faculty members to be involved in the total evaluation.

Point of View of This Project

The local evaluation program for vocational-technical education is looked upon as a team effort. The team should be made up of professional educators and selected advisory committee members. The team should be assisted by the Research Coordinating Unit (RCU). The RCU should provide technical advice, evaluation criteria for selection by the local team, data processing, analysis, and a final report. The local evaluation focus is on the human results of the program in terms of meeting the needs of the people and of providing trained workers for the business and industry community.

Particular attention is directed to the concept of the continuing aspect of the local evaluation; that it is not terminal or having a discreet beginning or ending. It is assumed that an active advisory committee will be organized for planning ongoing participation. The advisory committee may assist and sustain the local instructor in his program by providing business and industrial feedback as to the students job placement and job success. The learning activities evaluation should be made for the improvement of the vocational-technical program in order to meet local needs.

Living in the age of technology, todays Americans have come to recognize a need for change. It is generally accepted that knowledge is doubling every five to seven years. The resulting process of change in business, in manufacturing and in education for life's employment has made people more conscious of the need for adjustment based upon the recognition of new knowledge. The technology of industry is increasing the demands of the beginning employment situation and an improved product in education.

The State Plan calls for, "change to meet the long-range and immediate state occupational needs." The plan calls for "redirection of some present programs and implementation of new programs." The evaluation of the quality of the present programs is of utmost importance to implement change for improvement as acknowledged by the advisory council. It is generally recognized that it is the responsibility of the local faculty to implement the necessary changes.

The point of view of this manual is that evaluation should be done by those who are responsible for improvement of the programs. Local faculty should be involved in the selection of the evaluation materials and the design of the local evaluation program. Advisory consultants should be utilized for their expertise and should be selected by the local faculty to best meet the evaluation program needs of each vocational-technical career area.

CHAPTER II

PREPARATION FOR THE EVALUATION OF LOCAL PROGRAMS

Deciding What to Include in the Local Evaluation

The ultimate objective of evaluation is to structure the decisions in a change process where and when change is necessary. In the process of structuring decisions it is important to involve the appropriate personnel to accomplish the change, (See Figure #1).

The basic structure should include awareness of what the program is to achieve, the alternate means to achieve these outcomes, and the relative design of alternatives of structuring and implementing the decisions. Involved on the one hand is an in-depth knowledge of the local program being evaluated and on the other hand the broad prospective of the high school and post-secondary vocational-technical offerings and the long-range State Plan. It appears then that analysis of the evaluative data, and the planning and structuring of decisions should logically be accomplished by representative personnel of both the state and the local program. It is acknowledged that the State Plan will require certain key data recorded by each individual vocational program. The main emphasis on the evaluation program, however, is local involvement—in the design of the local evaluation, of the local advisory committee to represent a variety of concerns of industry, of local professionals to make the appraisal and finally to implement the indicated program changes for improvement.

The scope of an evaluation of the vocational programs will depend upon what the local administrators and teachers want to include above and beyond the requirements of the State Plan. It is suggested that all of the curriculums that involve students who are preparing themselves to enter employment be considered as vocational-technical education. Evaluation should not be limited to only those programs or courses eligible for reimbursing with Federal funds. The evaluation of any industrial arts and/or home economics courses principally designed for general education

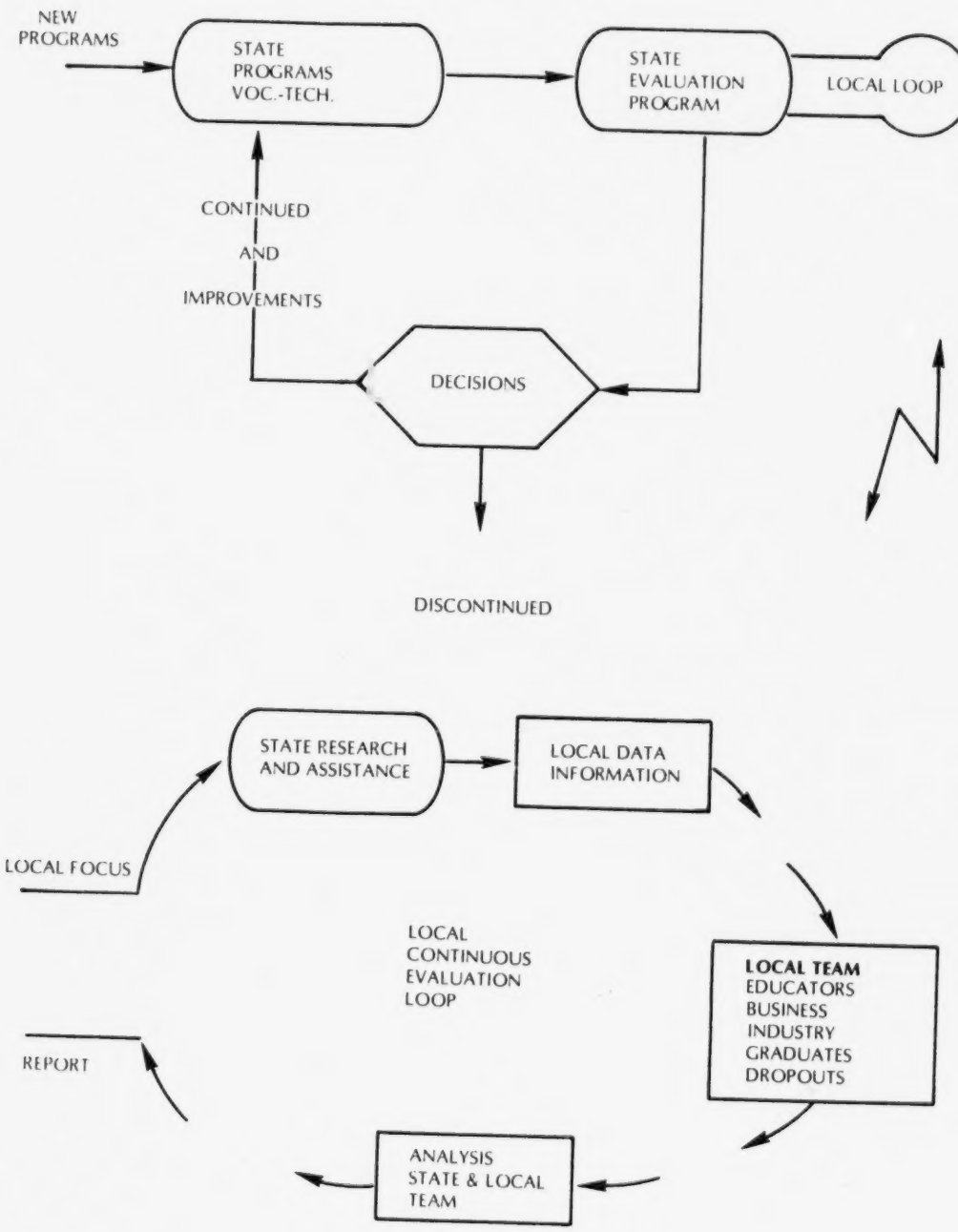


Figure 1
Tennessee State Evaluation Program

exploratory programs would be included in the evaluation only upon the recommendation of the local faculty.

If the evaluation program is to serve as a means of making decisions for the development of new programs, the evaluation must include: local opportunities and/or occupational interests on the part of high school students, parents and industrial and business personnel. In this day of transportation flexibility and mobile living conditions the "local community" in some instances may be considered a region of the entire state in particular career needs. It is suggested that a vocational program that overshoots the geographical boundaries of the local community is more appropriate today than to limit the career preparation of youth.

It is highly important that the local evaluation include post high school vocational education needs for the community. With the advance of technology and especially with numerous state vocational-technical schools strategically located, these post-secondary opportunities should be considered during the total evaluation process. To satisfy business and industry employment conditions, youth entering the post-secondary institutions might be better prepared through a broad scope pre-vocational or career exploration program in high school. Further broadening of the evaluation process is indicated by the changing occupational complex, the demand for adult vocational and technical education, including the need for retraining of adults.

The program of vocational guidance within the local schools should be considered within the scope of the evaluation program. Placement of students, both graduates and non-graduates, in employment and follow-up of these students through employer-employee evaluations should be considered part of the total guidance program within the institution. Evaluation on a continuing basis of these former students by their respective employers furnish one of the critical data sources for evaluation of the product of educational services.

Broadening the Approach of Evaluation

Teachers generally have accepted responsibility for evaluation of their instruction with a focus on evaluation of student achievement. Some teachers have sought to validate the content of vocational courses taught by asking for reaction of students and parents to the content of these courses. Another more recent development is the systematic approach of identifying specific objectives, behavioral goals and outcomes, and determining the kinds of evidence which indicates the degree of success or achievement.

Along with business and industry the process of assembly line production has entered education through the medium of class schedule, the moving from room to room for individual and separate instruction in the various courses. Much like the person in business and industry, the teacher now gets a somewhat fragmented viewpoint of vocational education as a whole. Rather than be concerned about the quality of product, the whole student prepared for the world of work, teachers have been more vitally concerned with a specific course or courses taught. Before embarking on a local evaluation of the vocational-technical programs it should be clearly understood with the local administrators, teachers and advisory committee that the major emphasis should be the total effectiveness of the programs to turn out youth and adults for the world of work.

Program effectiveness should be judged in terms of the extent to which all aspects of the school program helps the student to become employed, satisfied and successful in the changing world of work.

Administrative Authority In Program Evaluation

Through the pilot project, the initiation of a local project and the application for a mini-grant may be made by the chief administrator of a system. School boards should be made aware of the need for evaluation and must be involved in the project. The RCU and State Division of Vocational Technical Education personnel will decide which schools, of those making applications, will be

funded by a mini-grant. A RCU representative will visit with each school administrator to initiate the local evaluation project. The project should be initiated only when the administration and and the school staff want and feel the need for evaluation.

Developing a Plan for Directing the Evaluation

Assuming that local evaluation is desired by the administration and faculty, primary emphasis should be given to planning. A plan for conducting the local evaluation should be designed and made available for all those involved, including state and local personnel and the content, activities and time schedules agreed upon. The plan should contain the following items of information:

1. Objectives of the project
2. Scope and duration of the study
3. Organization and function of the faculty committee
4. Organization and preferences of the citizens advisory committee
5. Plan the proposed activities to be conducted
6. Schedule of activities (See Figure 2)
7. Plans for dissemination and implementation of the findings

Developing Competency in Program Evaluation

Colleges of education have alloted limited time in the preparation of administrators and teachers for the modern day role in evaluation. With the advent of specific behavioral objective evaluation techniques, computer memory storage and data analysis, most administrators and faculty members find themselves in need of updating in program evaluation. The RCU will act as a resource of assistance for this training for the local evaluation project and will provide materials and training workshops to help the local professional staff to become prepared for the task.

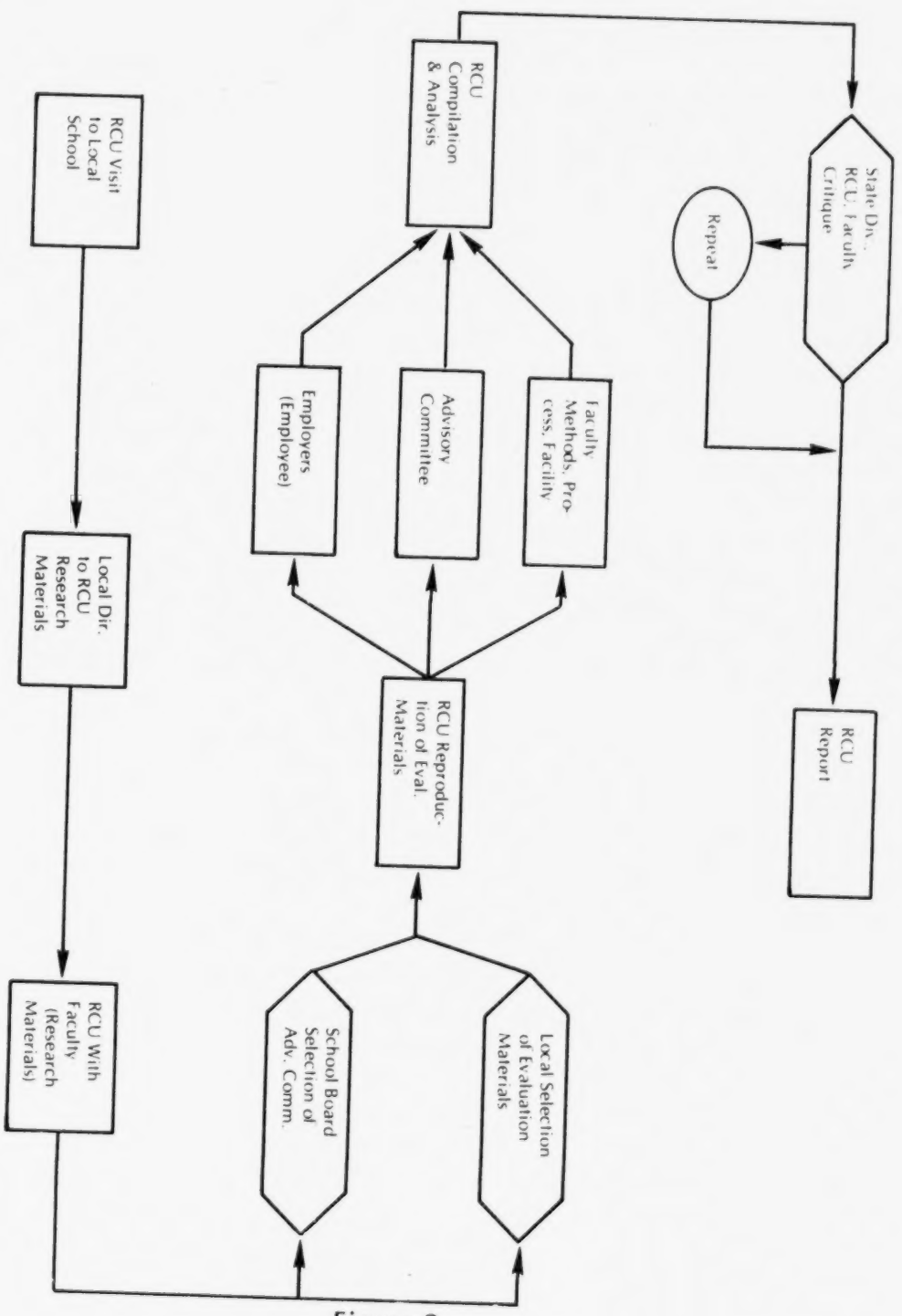

RCU Visit to Local School
Local Dir. to RCU Research Materials
RCU With Faculty (Research Materials)
RCU Compilation & Analysis
Employers (Employee)
Advisory Committee
Faculty Methods, Process, Facility
RCU Reproduction of Eval. Materials
School Board Selection of Adv. Comm.
Local Selection of Evaluation Materials
State Dir. RCU, Faculty Critique
Repeat
RCU Report

Figure 2
Proposed Plan for Local Evaluation

CHAPTER III

MAJOR ACTIVITIES AND THE SYSTEMATIC APPROACH

Studying the Existing Program

Following the evaluation plan developing process, a detailed study of the school's current programs for vocational education should be the next undertaking for the project. The numbers of the faculty committee should assemble and compile all information regarding the course offerings, enrollment, related general courses, and the vocational guidance program. The total faculty should be involved in this step to a lesser degree. Total information compiled should be reproduced and disseminated to all faculty and to each member of the consulting and advisory committee group. Chapter IV of this manual describes in detail the organizing and using of the major resources for evaluation.

Stating Philosophy and Objectives

Evaluation properly should include the writing out of specific objectives and the gathering of evidences of the extent of attainment of the objectives. All staff members should assist in thinking through and writing statements of philosophy and general objectives of the school program as they pertain to the preparation of youth and adults for entrance into the world of work. Models of these general objectives may be seen in the Appendix A of this manual. Vocational programs process evaluation is based upon the delienation and evaluation of these major objectives.

Formulating Evaluation Criteria

A criteria question or statement is one which places the program objectives or a portion of one objective in such a way that an answer is called for that attempts measurement of the degree of conformity in behavioral terms. The task is to identify these questions or statements and have them worded in such a manner that they may be answered with a degree of behavioral action

or reaction. For example, in the evaluation of administration procedures:

Encourages the teacher to use new ideas. The degree of measurement of this criteria should be always, often, occasionally, seldom or not applicable. in formulating these criteria it is well to identify the possible sources and means of obtaining or retrieving the necessary data. This data may relate to teachers, former students, community manpower needs, or others.

The Local Evaluation Project, through extensive research and development, has organized eight evaluation instruments. Three of these behavioral objective type instruments have been administered to three local school systems, (Polk and Robertson County and Memphis Area School). Critique of these three (Public Relations, Facilities and Learning Activities, See Appendix B, C, D) has considerably sharpened the behavioral criteria. Through the use of these instruments with ten select school systems the project anticipates more improvement this year. Your personal assistance in improvement of the instruments is earnestly solicited.

Analyzing, Interpreting and Reporting Information

Assistance in the analysis of specific criteria items and compilation of the total data may be obtained from the RCU. Upon analysis and compilation, these data may be judged by the evaluation team and/or the total faculty involved. Further study of these data and consultation by the state department personnel should provide justification for improvements in present programs, or for the initiation of new programs. For those areas requiring further evaluation new criteria questions of inadequate data should be reevaluated prior to the final report of the local evaluation project.

Formulating and Implementing Recommendations

It is expected that recommendations for improvements in existing programs should be made by representatives of the local faculty, administration and the advisory committee. Imple-

menting recommendations is recognized as primarily the local responsibility. The details of formulating and implementing recommendations are described in Chapter VI of this manual.

The local evaluation project is designed with the main emphasis on continuing evaluation. It is anticipated that this continuing emphasis should call for a renewal of the evaluation process on a periodic basis to discern whether or not recommendations or changes should be implemented. It should be recognized that certain recommended changes made in an existing program could detract from the quality of that program and unless evaluated within an appropriate time might be the cause of complete failure of that program.

CHAPTER IV

ORGANIZING AND USING MAJOR RESOURCES FOR EVALUATION

Several important resources for the local evaluation project include the faculty of the school, the students of the school, citizens of the community, the facilities and services of the school and resource persons from the State Division of Vocational Technical Education and RCU. The effective local evaluation leader identifies these sources early and plans for their utilization.

The Role of the Local Leader

As soon as administrative arrangements are made, a local leader and an "evaluation team" or faculty steering committee for evaluation should be appointed by the chief administrator. This should not be a large committee but should include key persons in the school. Each specialized vocational area should be represented. Other areas which should be represented include guidance, administration, and general education curriculum.

The local leader of the evaluation effort serves as chairman of this "evaluation team" or steering committee. He also serves as spokesman for the team in communications to administration and to the public. In a large or multi-school local system, it is advisable to appoint a research associate for each school or division. The leader and his research associates make contracts with other faculty members, advisory committee members, employers, employees and resource persons.

A member of the evaluation team calls the necessary staff committee meetings, chairs them and democratically guides the work of the individual committees. The local leader and his associates prepare or cause to have prepared by other staff members relevant data and other materials for the compilation of the evaluation report. In short, the role of the "evaluation team" or steering committee encompasses all the steps identified in the evaluation project including the critique of the final report as prepared.

In the multi-state experimental local evaluation project (1969-70) it was found that record keeping by local leaders helps to clarify their roles for themselves and others. Such records have included logs of their own activities, minutes of meetings and competencies and copies of materials produced including data gathering instruments, correspondence and similar materials. These records are of value in helping the local leaders to evaluate their own activities and to make future evaluation more efficient.

Faculty Involvement

Before a faculty steering committee can become effective, it must be oriented to the task and understand the meaning of program evaluation. Few teachers have experienced evaluation beyond that which they conduct to appraise the achievement of students in connection with the courses they teach. Exceptions may be the participation in an outside evaluation conducted for accreditation purposes. Some teachers are apt to feel threatened and therefore, need to be assured of the purpose of the project, namely to determine the extent to which the total effort of personnel, curriculum and activities of the school are achieving the goals to which the school, its supporters and its clientele are committed.

There are several alternative ways of providing staff time for work on evaluation projects. Some schools, for example, have budgeted funds for in-service education and curriculum planning. These could be used to support staff activities in the evaluation project. Some members of the school staff are enrolled at a university for graduate study. Independent study or research for graduate credit is another way to encourage staff work on evaluation. A comprehensive local evaluation project provides a variety of in-service training experiences and program improvements for the vocational program.

It is important to the overall evaluation project to have optimum participation by all members of the faculty of a school. This means those assigned at all levels and for all curriculum areas. Faculty meetings are useful to help emphasize that every course and student activity and every faculty member may

make a significant contribution to the career preparation program. The need for development of vocationally oriented courses potentially beneficial to all students looking forward to employment is a typical concern to be explored through such faculty means.

Citizen Involvement of Program Evaluation Through Advisory Committees

The reasons for involving citizens should be well understood. The first of these is that those persons affected by the program should have a part in the evaluation. That is, those who employ the product of the vocational programs should have an opportunity to evaluate the program of vocational education. Members of an advisory committee thus provide the vehicle for doing so in a systematic manner.

Another reason is that of two way communication. Communications from citizens provide information about the interest and felt needs of students and employers' needs and opinions. This information should be of help in formulating the overall objectives of each phase of the vocational program and the purpose and practices involved in the evaluation effort. Communications are also necessary so that citizens may know what is transpiring within their schools. Likewise the school needs to know the thinking of the community in regard to its programs.

The willingness of most citizens to serve on advisory committees is an indication of their interest and desire to help the school. The school exists for the purpose of serving the people of that community. It is then quite natural to keep them well informed and to place representatives in an advisory role.

Advisory committees have no administrative or legislative authority. This must be made clear. Their role is <u>advisory only</u>. Their recommendations fall into the catagory of suggestions to the administration and to the board of education.

A major factor in the success of advisory committees is a clear understanding of the purposes by all concerned. School personnel

are more apt to understand the purposes than are the lay citizen members of these committees. Administrators and faculty members should take the responsibility for acquainting themselves, the board of education, and the members of the advisory committee with the purpose of the committee.

Kinds of Advisory Committees, Roles

Kinds of vocational advisory committees that have been used in different schools are varied, but they may be classified as general, department, and craft committees. The general committee is usually a representative group of the total community organized to give advice on the total school program or of general aspects of education in school. Evaluation could be one of several functions or interests of such a committee. A departmental committee serves a single department or vocational program. Industrial education teachers, for example, frequently use the term "craft committee" for each program such as drafting or auto mechanics, etc. The committee function is identical regardless of the term used.

A general advisory committee is important in any evaluation effort whether it is made up or representatives from the departmental or craft committees or whether its membership is discrete. In establishing a local evaluation program on a continuing basis it is even more important to have the general advisory committee made up of representatives from departmental or craft committees. In many instances the individual selected or elected within the departmental committee as chairmen may also serve on the school general advisory committee. A committee is needed that is willing and able to consider and give advice on more than one occupational field or program. That is, the total contribution of the school system to vocational education should be examined and continually up dated.

A statement of policy concerning advisory committees should be developed by the board of education if one does not already exist. This policy should be brief and cover only the essential points. Typical of these items included in such statements are: purposes and functions of the committee; number of members;

method of selecting members; length of members terms; and communication procedures. The American Vocational Association has published a document including such statements and are listed herein.

Criteria are suggested for membership on an Advisory Committee for evaluating the total program of vocational education. Employers, employees, parents and former students should be considered.

Interest in the school and its program--which may have been demonstrated by assistance on a cooperative occupational education program and/or by helping with field trips, etc. Willingness to serve, and with time to give to committee activities.

Confidence on the part of citizens in the person's judgement--which is not always possible to determine in a suburban fringe area, or in a community with a rapidly changing population. Ability to communicate information and ideas to the community and to the committee.

Knowledge of employer requirements and needs for employees, particularly beginning workers--include persons currently working with beginning workers.

Knowledge of the needs, interests, and aspirations of students.

Purposes of the Advisory Committee for the total vocational program relating to evaluation can be listed as follows:

To help identify and describe occupational training needs;
To assist in the formulation of objectives of the school's program of occupational education;
To provide advice regarding use of data-gathering instruments within the community;
To assist in the interpretation of data regarding outcomes of the program;
To assist, where appropriate, in appraisal of facilities and

equipment for vocational education;

Other purposes, more directly related to program planning are:

To assist school officials in the development of sound and adequate policies relating to occupational preparation;

To interpret programs of vocational education to fellow citizens and enlist their support in seeking improvements;

To assist in formulating recommendations for improvement of the program for occupational preparation.

Departmental and/or craft committees are concerned primarily with specific areas of vocational education such as agriculture, auto mechanics, secretarial, etc. The purposes of the advisory committee for a specialized vocational area include:

To assist with the development of departmental policies within the framework of school policy for occupational preparation;

To assist the general committee in identifying opportunities within a field of specialization such as business occupations;

To assist in the formulation of departmental objectives within the framework of the school's total vocational program objectives;

To interpret the departmental program to the community and the General Advisory Committee and enlist support in seeking improvements;

To provide advice on the use of data-gathering devices for the specialized area;

To assist in interpretation of data regarding outcomes of the department;

To assist in the appraisal of departmental facilities and equipment;

To assist in formulating recommendations to improve the department.

The size of the committee is an important consideration. This will vary by size of the community, the scope of the vocational education offerings, the diversity of businesses and industries in the community, and the purposes of the committee. The committee

should not be so large as to be unwieldly or so small as to be unrepresentative of the community. Ten to fourteen committee members have proved to be a desirable number for general committees. Departmental and craft committees have been smaller, with five to nine members suggested.

Names of persons to be considered for nomination to the advisory committee are best suggested by members of the school faculty and administration staff with the final approval made by the board of education. Suggestions are commonly obtained by faculty members from citizens in the community who are casually and informally asked if they would care to serve <u>if</u> called to an appointment on an advisory committee. Persons suggested should <u>not</u> be nominated by organizations or agencies, although the head of an organization may be asked to suggest someone for the committee. The key point is that each member on the advisory committee should regard himself as representing citizens <u>not</u> any organization or business.

The faculty steering committee, under the direction of the local evaluation leader, should present a list of nominees to the administrator. Names of prospective members may be further screened by local administrators through informal or unofficial inquiry to ascertain willingness to serve. Ideally the nominations when submitted to the board of education should include more names than needed for the particular committee. The board has the final responsibility of approving, or not approving, individual nominations. Persons selected by the board should receive official notification of this selection, preferably by letter from the chief administrator. Personal contact by the school faculty representative following the receipt of letter of appointment will help to start the committee on a positive note.

Committee members should be appointed for a definite length of time (two or three year terms are suggested). Terms should be staggered and replacement selected by the same process as the original committee. It is also recommended that no member should be allowed to succeed himself. Committee membership would thus change over a period of time to provide broader representation of the overall community.

A formal get acquainted and organizational meeting should be planned by the faculty member or administrator responsible for the particular committee. The committee chairmen and the vice chairman should be members duly elected from the rank of the committee. Common practice is to have the professional educator act as secretary of the advisory committee to thus coordinate the planning, recording and reporting of the minutes of the meetings.

The most important duties of the school representative revolve around the orientation of members to the vocational program or programs. The committee should become informed on trends in vocational education, state, federal legislation, skills and technical changes within the business or industry they represent.

Advisory committee members prefer regularly scheduled meeting held often enough to meet the local needs. The educator secretary should notify members of committee meetings, dates, times and place well in advance in writing and it is common practice to make a telephone reminder a day or two before the actual meeting. The advisory committee officers should prepare the agenda with the assistance of the school representative.

The Local Evaluation Team

Each local evaluation team should consist of the local program instructor, one or two select advisory committee members, one or two select students or former students and a professional educator (State Division of Vocational-Technical Education). Several such teams may be used to evaluate the total vocational programs of each school and coordinated by the local leader.

Training sessions should be held to familiarize the team members with the total project, the goals of the local evaluation as well as the methods and criteria used. The RCU has organized a familiarization program requiring little over an hour to complete. The program content includes a presentation of 19 slides depicting the goals and philosophical basis as well as the materials and procedures of the project. A discussion of the present evaluation instruments (see Appendix B, C and D) and a review of the procedures in performing the evaluation, concludes the training session.

Each team member; ie. teacher, student, advisory citizen, and professionals charged to mark his best value judgment for each item on each form. Discussion of each individual objective is encouraged as a continuing part of the evaluative process. The time required to provide the familiarization program and to perform the team evaluation using the three basic instruments (Public Relations, Facilities, Learning Activites). The total time involvement to complete the schools evaluation should be recognized as substantial.

A typical schedule for the Local Evaluation Project participation by a local school system is shown as figure 3.

Figure 3

LOCAL EVALUATION PROJECT

Typical Schedule

Dates	Function
Oct. 11	Preliminary orientation meeting with administration
Oct. 14	Local Organizational meeting of Faculty Steering Committee
Oct. 21	Local Advisory Committee Meetings
Oct. 25	Local Selection of Advisory Committee Team Members; Local Selection of Student Team Members
Oct. 28	Training Session of Faculty and/or Evaluation Team
Oct. 29	Team Evaluation of (1) Public Relations, (2) Learning Activities, and (3) Facilities
Nov. 29	Local Adoption of Departmental and School Philosophy Select Target Student Class Sample
Dec. 16	Local Student Team compiled former student addresses
Jan. 6	Review student Follow-Up Materials
Jan. 7	Mail Out #1 Student Follow-Up "Cards"
Jan. 14	Mail Out #2 "Survey, Envelope, Letter" Local Team Select "Employee Appraisal" interviews
Jan. 25	Mail Out #3 "Cards"
Jan. 27	Local Advisory Committee Meetings

Feb. 8	Mail Out #4 "Survey, Envelope, Letter" Review Local Evaluation of Oct. 29
April 27	Local Advisory Committee Meetings Local Completion of "Employee Appraisal" interviews
April 27	Formulate Recommendations
May 29	Present Recommendations to Evaluation Team, Advisory Committees and Administration

CHAPTER V

PRODUCT EVALUATION - STUDENT FOLLOW-UP

and EMPLOYEE APPRAISAL

Product-Process Evaluation Relationship

The primary function of Vocational-Technical education is to provide quality employees to business and industry. In business and industry, the process quality is largely a responsibility of the personnel employed (the product of Vocational-Technical education). It is generally recognized that in business, manufacturing or services the product relates closely to the quality of the process. Upon this idea the Local Evaluation Project attempts to relate the process of education to quality of its product (the student). See Figure 4.

An assumption is made that the Student Follow-Up (See Appendix E) information and opinion and that obtained through interview with the former students immediate supervisor (Employee Appraisal, see Appendix F) will indeed relate to the quality of the vocational-technical program. That such information compiled on a sizeable sample will help change and improve the program is doubtless true.

The focus of this project is Local, that is the Local Education Agency holds the keys of authority to implement and design the evaluation program. Care should be exercised, however, to consider the requirements of data collection and compilation at the State and even National level in addition to the local needs. The Local Evaluation Project portends to compile the data in such a manner so as to be useful to the implementing new programs and changing or improving existing programs, yet relate to the State Division and the Advisory Council requirements including it annual report to the U. S. Commissioner of Education.

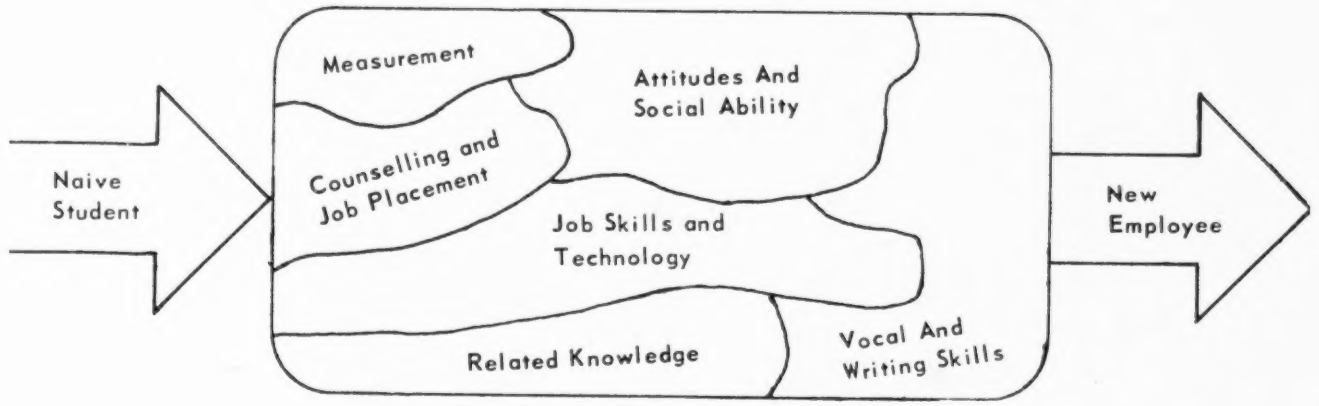


Figure 4

TENNESSEE LOCAL EVALUATION PROJECT

Purposes of the Student Follow-Up

The purpose of the Student Follow-Up is to retrieve information about the quality of the vocational program to provide a medium to improve that program. Stated another way the purpose is to ascertain the degree of attainment of the program objectives and provide product quality information to State or National authority.

Some typical purposes of a Student Follow-Up investigated by other evaluation projects are as follows:*

To obtain information and value judgments about work preparation for a specific job through the schools program.

To determine the mobility of the former students.

To determine the adequacy of preparation for continuing education.

To identify the kinds of vocational experiences desirable for future training toward specific occupations.

To ascertain the former students frank opinion of the school and each career program.

Student Follow-up and Employee Appraisal interview instruments have been designed to meet these purposes for the Local Evaluation Project and to provide the necessary data for State and national requirements. These designs were based upon similar instruments presently in use in Tennessee and other states, the local education agency, however, may modify these in terms of the local requirements.

Students To Be Sampled

The classes of former students to be studied in a student follow-up should be out of school sufficiently long to be settled in employment. Graduates and dropouts alike should be sampled to avoid misleading data. Some schools select one class that have been out at least one year and follow up that class for a long

*Multi-State Project on Local Evaluation, Michigan State University.

period (20 years). Other schools select classes out one, three and five years to follow up one time. Where large numbers of students are available, random or selective sampling is recommended.

In the case where the entire school output process is being evaluated, both those former students enrolled in vocational courses and those not enrolled must be surveyed. Comparisons of the two groups is one type of analysis of the school curriculum relative to career preparation.

The classes of former students to be studied should be chosen early and the assistance of a present student committee should be solicited to address letters, envelopes and actually seek out current addresses of former students. Previous studies have indicated the strengthening effect of the student contact to the follow-up procedure.

A general outline of the recommended mailing procedure is as follows:

Suggested Procedure*

1. Select the target class or classes (out 1 year minimum).
2. Appoint or select Student Committee.
3. Student Committee complete current mail list.
4. Address 1st mailout: Cards—request forwarding!
5. Revise addresses of students whose cards are returned to school.
6. Address 2nd mailout: Cover letter, return stamped envelope, Survey, care with student names on letter and envelopes.
   (Week two)
7. Check student responses with care on mailout list.
8. Address 3rd mailout: Cards, to students not responded!
   (Week four)
9. Check student responses on mailout list.
10. Address 4th mailout: 2nd Cover letter, return envelope, survey to students not responded!
    (Week six)

*Adapted from original material developed by Kentucky, VEEP.

Example:	Do	Do	Don't
1st Mailout, Friday	Oct. 8	Jan. 7	Dec. 10
2nd Mailout, Friday	Oct. 15	Jan. 14	Dec. 17
3rd Mailout, Tuesday	Oct. 26	Jan. 25	Dec. 27
4th Mailout, Tuesday	Nov. 9	Feb. 8	Jan. 10

Every effort should be made to provide a high return rate in the student follow-up survey. Techniques have been developed that produce high return rate at the most economical cost to the school. These techniques included: involvement of the present students, mailing a "get prepared" card, a brief yet personal committment cover letter, a well designed instrument that requires a minimum of time and effort to answer, follow-up by a reminder card then finally send another survey and a personal type letter to non-returns. Each of these techniques is described separately.

Involvement of present students in previous studies has provided addresses and language barrier breakdown that provided a higher rate of former student survey return. A more personal feeling is established in the survey as the present students are involved. One of the most important factors of a successful survey is to avoid holiday mailing. The technique of mailing a card to the former student prior to mailing the survey has an important function, that of alerting the former student that he will be receiving an important survey and that his participation is vital to the success of the school which he represents. Economically the 6¢ card replaces an 8¢ letter plus 8¢/stamped return which may not reach the former student because of inadequate address.

The card and the survey-cover letter should be mailed out so as to be received about the same day (Monday) of the week. Whereas the third and fourth mailing is posted so as to be received at a later day (Friday). This technique has been designed since some people are early-in-the-week performers and others late-in-the-week performers.

Cover letters should have the school letterhead, should be brief and as personal as possible, should explain the data uses

in school curriculum planning, should be signed by a present student, a vocational teacher in the former student's vocational program and preferably signed by the school administrator or guidance counselor whom the former student will recognize. The cover letter and survey instrument should have a clean, neat, and professional appearance. Large numbers of survey instruments should be pre-planned for electronic data processing to minimize the cost.

Inevitably some of the cards and survey instruments will be returned marked "address unknown." It is important to have accurate and indexing of former student addresses during the actual survey period. Previous studies have indicated that present students provide interested and accurate assistance in this endeavor.

Previous studies have also indicated that survey instruments often get mislaid or lost, that a second survey and cover letter clearly relating that this just happens will often bring a sizeable increase in the number of returns. Sample letters are included in the Appendix G.

Analysis of Student Follow-Up

The compiling of the former student survey data in the Local Evaluation Project, is the responsibility of the RCU. The data will be tabulated; graphs and charts suitable for data portrayal will be presented to the individual vocational instructors, and administration of the schools for program improvement recommendations.

Employee Assessment Interview

In the Local Evaluation Project, the Employer Appraisal instrument was designed to be used as an instructor aid in the interview of the former students' immediate supervisor. It includes items to determine the former student's on-the-job performance, training for the job, work attitudes, etc. in specific behavioral statements.

Using the Student Follow-Up data, former students names may be selected to appropriately sample the business and industry representation. Care should be exercised to sample various levels as well as the breadth of occupations in each business or industry where possible. For example, LPN, RN and Physicians Assistant, or machine operator, machinist, tool & die maker, each demonstrate a unique level of required training. Selection should be made to obtain a representative cross section of the total student class. Advisory committees provide valid assistance in the former student-employee selection process.

The main reasons for conducting the Employee Appraisal are to assess the quality of product trained by the vocational-technical program, to secure facts and opinions of the employer-supervisor relative to the training program and to secure leads to more or better sources of data. Former studies have indicated that vocational-technical instructors gain personal experience from conducting the Employee Appraisal interview. The interview provides an opportunity for the instructor to take a first-hand look at the employees actual work environment.

Interview Procedure*

An outline of a suggested procedure for conducting the Employee Appraisal interview of the vocational instructor is as follows:

1. Select former student-employees for interview (assistance of advisory committee, cross section representation of total student group and business industry).

2. Secure as much information as possible about the former student.

3. Establish in advance an appointment with the personnel manager or immediate supervisor of student.

4. Explain briefly the purposes of the school improvement evaluation project to the supervisor and ask for his (her) frank and accurate help.

*Adapted from Multi-State Project, Michigan State University, 1970.

5. Present the Employee Appraisal form to supervisor, request he complete it while you are there to answer any questions. Do not leave form for supervisor to complete later!

6. Close the interview on time by expressing the school's and your appreciation for the help.

7. Mail a letter of appreciation to the supervisor thanking him (her) for the cooperation and help.

8. Tabulate the Employee Appraisal results.

Analysis of Employee Appraisal

The compilation and analysis of the data recorded from the Employee Appraisal, in the Local Evaluation Project, is the responsibility of the RCU. The data will be tabulated; graphs and charts suitable for data portrayal will be presented to the individual vocational instructors and administration of schools for program improvement recommendations.

CHAPTER VI

PLANNED ACTION - EVALUATION

Evaluation is visualized as the necessary medium to produce change. In the Local Evaluation Project, evaluation is recognized as the medium for planned action of program improvement in a series of steps. As such, the evaluation program is cyclic and continuing, that is, evaluation is repeated as needed to provide the appropriate improvement in the school program. By way of example, should a school program be classified excellent, there appears little need for much more than an annual student follow-up to point out minor improvements in the program. On the other hand, a program which is assessed slightly above average should bring attention to the details needing action to improve the quality. Recommendations should be made to the instructor and the administration on the basis of the indicated needs. Reevaluation in this instance is recommended at least annually to assess the effectiveness of the planned action toward improvement of quality.

Formulation and Implementation of Recommendations

Ultimate efficiency in an organization (business, educational or industrial) takes place when decisions and implementingaction are made at the lowest ladder level of administration. Changes in a vocational-technical education involve different levels of decision-making. At the highest level in public education are the citizens. The citizens are commonly represented by the elected school board who are responsible for financial and other major policy decisions. School boards commonly employed a trained administrator to implement the major policy decisions and depend heavily upon his professional training and experience. In recent years a Local Director, Vocational Education, has more frequently been employed to assist the chief administrator to implement new programs, to coordinate and make major changes in existing programs. All of these levels of decision making need to be considered. The majority of changes in program content, learning activities or public relations, however, are of

necessity implemented by the vocational instructor. This change-action focus of the Local Evaluation Project was the basic reason for the involvement of the local teacher in the evaluation team.

Recognizing that evaluation should be performed by those responsible for change-action, the vocational teacher is the key to implementing the bulk of the recommendations. Therefore, an attempt should be made to include the particular teacher in every conference pertaining to the vocational program for which he (she) is responsible. It should be openly recognized, however, that a faculty member, working every day with a vocational program, may experience difficulty in being entirely objective about the evaluation data and the critique of a program. This is especially valid for those instructors who for years have thought of certain programs as "their programs." This condition should be carefully recognized in the formulating and presenting the evaluation recommendations. Evidence to implement improvements in a certain program must therefore be well documented. Use should be made of charts, graphs and diagrams to aid in documenting the data of the evaluation. Decisions and recommendations should be discussed and arrived at mutually agreeable to the several levels of administration. A sincere attempt should be made to recognize and/or reward the person(s) responsible for the improvements in program quality.

The implementing of program improvements is never an easy task. Otherwise many of the improvements might have already been made. In organizing and presenting the recommendations it is well to attempt establishing priority criteria. Long-range and immediate improvement action should be considered and implemented on the basis of priority need. Program planning for any specific vocational or technical field today is changing rapidly because of the accelerated growth in technology which is reported to double every five to seven years.

It is the direct intent of the Local Evaluation Project to develop a systematic plan of evaluation which provides an appropriate means for making technological improvements in each vocational program. Planned-action or improvement in program quality, on a continuing basis can be related directly to evaluation. It is also

recognized that research and further development, no doubt, should improve the quality of the evaluation-planned action program. In as much as the Tennessee plan is being developed with local focus, local folks bear the major responsibility for its development. May it go on the record that staff members of the RCU and Division of Vocational-Technical Education hereby seek and request suggestions for such improvement.

RESPONSIBILITIES

A. Responsibilities of the RCU shall include:

1. Compilation of research information on innovative vocational programs, and evaluative instrumentation.

2. Initiation and conduction of conferences and leadership training workshops to assist in developing local competencies in the evaluative program.

3. Provision of an evaluation manual, guidelines, evaluative instruments, related materials and limited computer services.

4. Provision of mini-grants and reimbursement for travel for the local evaluation process.

5. Analysis of data, information and reports from the local evaluation.

6. Preparation and publication reports.

B. Responsibilities of the Local School shall include:

1. To plan, organize and conduct the local evaluation in line with the general guidelines furnished by the RCU.

2. Provision of time for the local program director and appropriate educator; lay committee participation for the conduction of the local evaluation program.

3. Provision of facilities, clerical services and records for the conduction of the local evaluation.

4. Making of requests for consultant services appropriate to the local needs.

References

The Advisory Committee and Vocational Education. Washington, D. C.: American Vocational Association, 1969. 52 pp.

Armstrong, R. J. et. al. ed. Developing and Writing Behavioral Objectives, Educational Innovators Press, Tucson, 1970.

Bloom, Benjamin S. et. al. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971.

Burt, Smauel N. Industry and Vocational-Technical Education. New York: McGraw-Hill Book Company, 1967. 54 pp.
See especially: Chapter 5 - "Conducting Manpower and Skill Needs Surveys"
Chapter 8 - "Evaluating School Programs"
Chapters 11 and 12, dealing with advisory committees

Byram, Harold M. "Strategy and Methodology for Self-Initiated Evaluation of Local Programs of Vocational Education." Journal of Industrial Teacher Education, Vol. 6, No. 3, Spring 1969. pp. 49-59.
See also articles by Armstrong, Robertson, Starr, and others in same publication.

Cromer, Chalmus, A. Procedure for Determining Vocational Education Needs Through Community Analysis. Lincoln, Nebraska: Research Coordinating Unit, University of Nebraska, 1968. 24 pp.

Drouet, Pierre More Systematic Evaluation of Vocational Education. In International Labour Review, p. 355, 1970. London, England.

Evaluative Criteria, the National Study of Secondary School Evaluation. Washington, D. C.: American Council on Education, Publications Division, 1970. 356 pp.
Includes criteria for Agriculture, Business Education, Distributive Education, Home Economics, Industrial Arts, Trade, Technical, and Industrial Education, and Guidance Services. Does not include criteria for a total, overall vocational education program.

Hamlin, H. M. Citizen Evaluation of Public Occupational Education. Raleigh: Center for Occupational Education, North Carolina State University at Raleigh, 1967. 179 pp.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publishers, 1962. 60 pp.

Mager, Robert and Pipe, Peter Analyzing Performance Problems. Palo Alto, Claifornia: Fearon Publishers, 1970. 111 pp.

McKinney, Floyd Kentucky VEEP Project Reports. University of Kentucky, Lexington, 1970-71.

On Using and Being a Consultant. Washington, D. C.: American Association of Junior Colleges, 1967. 34 pp.

Phipps, Lloyd J. and Kenneth Knell. The How of Successful Citizen Advisory Committee Operation. Urbana: Illinois Citizens Education Council and Urban Educational Development Laboratory, University of Illinois, 1968. 17 pp.

Reynolds, Harris W. and Sydney M. Grobman, and Ivan C. McGee. Evaluative Criteria for Vocational Technical Programs. Harrisburg, Pennsylvania: Department of Public Instruction, 1967. 134 pp.

Richardson, Jessee, ed. Massachusetts, New York Cooperative Project Report, University of Massachusetts, Amherst, 1970-1971.

Riendeau, Albert J. The Role of the Advisory Committee in Occupational Education in the Junior College.

Shoemaker, Byrl "Involving the Community in Needs Studies and Program Development." The Bulletin of the National Association of Secondary School Principals. Washington, D. C.: N.E.A., May 1965. pp. 113-123.

Starr, Harold. A System for State Evaluation of Vocational Education. Columbus, Ohio: Center for Vocational and Technical Education, Ohio State University, 1969. 41 pp.

Temple, Charles A. A Survey of Seven Tennessee Public School Systems. University of Tennessee, June 1970. 96 pp.

U. S. Department of Labor. Statistics on Manpower: A Supplement to the Report to the President. Washington, D. C.: U. S. Government Printing Office, 1969. 108 pp.

U. S. Department of Health, Education, and Welfare, Office of Education. Organization and Operation of a Local Program of Vocational Education. Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University, 1885 Neil Avenue, Columbus, Ohio, 1968, Chapter XVII, "Evaluating the Program."

Appendix A

DEPARTMENT OF INDUSTRIAL EDUCATION

GENERAL OBJECTIVES

TO DEVELOP IN EACH STUDENT

1. An understanding of industry, its materials, methods, processes, employment opportunities . . .

2. Problem-solving ability related to industry communications, transportation, finance, management, facilities, public relations and responsibility, marketing . . .

3. A responsibility for and appreciation of each job done with pride of quality relative to design, construction and craftsmanship . . .

4. The technical skills required at job entry in one area of Industrial Education, his choice . . .

5. A comfortable worker-employee relationship . . .

6. The need to continue his personal and occupational development.

Appendix B

SIDE 1 PUBLIC RELATIONS EVALUATION

NAME OF SCHOOL_____DATE_____PROGRAM OR DEPT._____SCHOOL NO._____

POSITION OF EVALUATOR_____

DIRECTIONS FOR MARKING THE ANSWER SHEET

READ EACH STATEMENT AND THEN JUDGE THE DEGREE TO WHICH THE STATEMENT IS TRUE OR IS ACCOMPLISHED BY THE PROGRAM OR DEPARTMENT.

USE THE FOLLOWING SCALE:

IF NOT APPLICABLE BLACKEN SPACE UNDER---------- 0 1 2 3 4

IF WELL BELOW AVERAGE BLACKEN SPACE UNDER---------- 0 1 2 3 4

IF SLIGHTLY BELOW AVERAGE BLACKEN SPACE UNDER---------- 0 1 2 3 4

IF SLIGHTLY ABOVE AVERAGE BLACKEN SPACE UNDER---------- 0 1 2 3 4

IF WELL ABOVE AVERAGE BLACKEN SPACE UNDER---------- 0 1 2 3 4

TENNESSEE LOCAL EVALUATION PROJECT

A HOW WELL IS THE PROGRAM/DEPARTMENT ORGANIZED FOR PUBLIC RELATIONS?

1. The program/department has an active advisory committee---------- 0 1 2 3 4
2. There are systematic and organized procedures of reporting news and announcements to news media---------- 0 1 2 3 4
3. The administration facilitates the public relations effort---------- 0 1 2 3 4
4. The administration assigns specific public relations duties to each teacher--- 0 1 2 3 4
5. The administration gets feed back from faculty, students and the public before making decisions---------- 0 1 2 3 4
6. Overall, how is the program organized for public relations---------- 0 1 2 3 4

B TO WHAT EXTENT ARE ACTIVITIES PROVIDED TO FACILITATE PUBLIC RELATIONS?

1. Meetings and exhibits are arranged to inform the public---------- 0 1 2 3 4
2. Faculty meetings are scheduled to keep the school staff informed---------- 0 1 2 3 4
3. Class and other learning activities promote public relations---------- 0 1 2 3 4
4. Teachers speak to business, industrial and professional groups---------- 0 1 2 3 4
5. Teachers participate in community activities---------- 0 1 2 3 4
6. Teachers promote welfare of total school---------- 0 1 2 3 4
7. Individual teacher conferences are held with interested persons---------- 0 1 2 3 4
8. Overall, to what extent are activities of sufficient number and quality------- 0 1 2 3 4

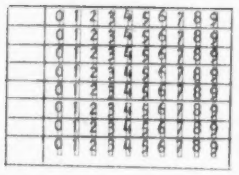
UTILITY FORM 6557 OPTICAL SCANNING CORPORATION

Over

SIDE 2 PUBLIC RELATIONS EVALUATION

REMEMBER:

NOT APPLICABLE BLACKEN SPACE UNDER - 0
WELL BELOW AVERAGE BLACKEN SPACE UNDER - 1
SLIGHTLY BELOW AVERAGE BLACKEN SPACE UNDER - 2
SLIGHTLY ABOVE AVERAGE BLACKEN SPACE UNDER - 3
WELL ABOVE AVERAGE BLACKEN SPACE UNDER - 4



C TO WHAT EXTENT ARE NEWS REPORTS GIVEN TO FACILITATE PUBLIC RELATIONS?(NEWSPAPER, RADIO, T.V.

1. Documentaries of programs are written and presented---------- 0 1 2 3 4
2. Advisory committee activities are reported---------- 0 1 2 3 4
3. Program activities are reported---------- 0 1 2 3 4
4. Human interest stories are reported---------- 0 1 2 3 4
5. Staff has produced news articles and reports---------- 0 1 2 3 4
6. Staff has produced articles for professional journals---------- 0 1 2 3 4
7. Overall, to what extent does the program make use of the news media in fostering good public relations ---------- 0 1 2 3 4

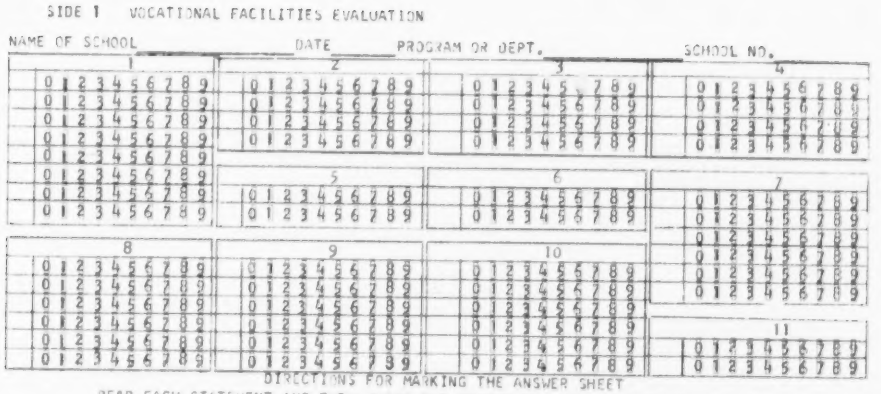
D TO WHAT EXTENT HAVE EFFORTS BEEN EFFECTIVE?

1. The public attends vocational department activities and meetings---------- 0 1 2 3 4
2. Local business and industry make available materials and personnel---------- 0 1 2 3 4
3. Advisory committee exhibits interest and leadership in public relations------- 0 1 2 3 4
4. The administration uses counsel and advice of advisory committee---------- 0 1 2 3 4
5. News articles are positive---------- 0 1 2 3 4
6. School personnel understand goals and objectives of the program---------- 0 1 2 3 4
7. Cooperation is shown among students, teachers, administrators and public------ 0 1 2 3 4
8. Favorable attitudes are demonstrated by faculty members toward program-------- 0 1 2 3 4
9. Business and industry voluntarily communicate their needs to the administration and instructor---------- 0 1 2 3 4
10. Business and industry seek employees from the program---------- 0 1 2 3 4
11. Overall, how effective is the total public relations program---------- 0 1 2 3 4

TENNESSEE LOCAL EVALUATION PROJECT

UTILITY FORM 6958 ... OPTICAL SCANNING CORPORATION

Appendix C



SIDE 1 VOCATIONAL FACILITIES EVALUATION

NAME OF SCHOOL _____ DATE _____ PROGRAM OR DEPT. _____ SCHOOL NO. _____

TENNESSEE LOCAL EVALUATION PROJECT

DIRECTIONS FOR MARKING THE ANSWER SHEET

READ EACH STATEMENT AND THEN JUDGE THE DEGREE TO WHICH THE STATEMENT IS TRUE OR IS ACCOMPLISHED BY THE PROGRAM OR DEPARTMENT. USE THE FOLLOWING SCALE:

IF NOT APPLICABLE BLACKEN SPACE UNDER---------- 0

IF WELL BELOW AVERAGE BLACKEN SPACE UNDER---------- 1

IF SLIGHTLY BELOW AVERAGE BLACKEN SPACE UNDER------ 2

IF SLIGHTLY ABOVE AVERAGE BLACKEN SPACE UNDER------ 3

IF WELL ABOVE AVERAGE BLACKEN SPACE UNDER---------- 4

POSITION OF EVALUATOR _____

1. Facilities are large enough in size to accommodate the student load---------- 0 1 2 3 4
2. The teacher has a private office for student counseling---------- 0 1 2 3 4
3. The department is located conveniently in the school---------- 0 1 2 3 4
4. Facilities are shaped and designed suitably for learning activities---------- 0 1 2 3 4
5. The department facilities provide a separate classroom---------- 0 1 2 3 4
6. The department facilities have suitable floor conditions---------- 0 1 2 3 4
7. Ceiling height is adequate---------- 0 1 2 3 4
8. The department lighting is adequate---------- 0 1 2 3 4
9. The department heating is adequate---------- 0 1 2 3 4
10. The department ventilating and cooling is adequate---------- 0 1 2 3 4
11. The department facilities have good noise reduction conditions---------- 0 1 2 3 4
12. Toilet facilities are available near the department---------- 0 1 2 3 4
13. Dept. facilities have appropriate kinds of fire extinguishers available-------- 0 1 2 3 4
14. The department equipment has electrical voltage marked (e.g. 110 VAC)---------- 0 1 2 3 4
15. Facilities have suitable outside door for material and project loading---------- 0 1 2 3 4

Over

UTILITY FORM 9961 OPTICAL SCANNING CORPORATION

SIDE 2 VOCATIONAL FACILITIES EVALUATION

REMEMBER:

IF NOT APPLICABLE BLACKEN SPACE UNDER - 0
IF WELL BELOW AVERAGE BLACKEN SPACE UNDER - 1
IF SLIGHTLY BELOW AVERAGE BLACKEN SPACE UNDER - 2
IF SLIGHTLY ABOVE AVERAGE BLACKEN SPACE UNDER - 3
IF WELL ABOVE AVERAGE BLACKEN SPACE UNDER - 4

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

16. There are enough storage areas for learning materials---------- 0 1 2 3 4
17. Enough storage space is provided for student projects---------- 0 1 2 3 4
18. The department facilities have adequate sized storage areas---------- 0 1 2 3 4
19. The department facilities have conveniently located storage areas---------- 0 1 2 3 4
20. A motion picture projector is utilized in instruction---------- 0 1 2 3 4
21. A slide film strip projector is utilized in instruction---------- 0 1 2 3 4
22. An overhead transparency projector is utilized in instruction---------- 0 1 2 3 4
23. An audio or cassett recorder is utilized in instruction---------- 0 1 2 3 4
24. A video camera and recorder is utilized in instruction---------- 0 1 2 3 4
25. There is a departmental library of bound books---------- 0 1 2 3 4
26. There is a departmental library of magazines---------- 0 1 2 3 4
27. Adequate departmental library funds are provided each year---------- 0 1 2 3 4
28. There is an adequate chalk board utilized---------- 0 1 2 3 4
29. There is a bulletin board utilized---------- 0 1 2 3 4
30. New shop or laboratory equipment is budgeted each year---------- 0 1 2 3 4
31. All shop and laboratory equipment are equipped with safety features---------- 0 1 2 3 4
32. The department equipment is arranged to facilitate learning activities---------- 0 1 2 3 4
33. There are sufficient work stations for the students---------- 0 1 2 3 4
34. The department facilities have up-to-date equipment---------- 0 1 2 3 4
35. Equipment is located according to clinical or vocational process needs---------- 0 1 2 3 4
36. Quantities of instruments and tools to develop students occupational skills are sufficient---------- 0 1 2 3 4
37. Occupational instruments and tools are well maintained---------- 0 1 2 3 4
38. Occupational instruments and tools are accessible to students---------- 0 1 2 3 4
39. There are enough work tables (desks)---------- 0 1 2 3 4
40. Work tables (desks) are the proper size for the program---------- 0 1 2 3 4

TENNESSEE LOCAL EVALUATION PROJECT

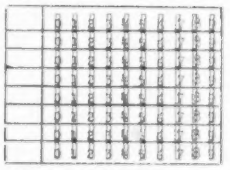
UTILITY FORM 8962 Optical Scanning Corporation

SIDE 1 EVALUATION OF LEARNING ACTIVITIES

NAME OF SCHOOL_____DATE_____PROGRAM OR DEPT._____SCHOOL NO._____
POSITION OF EVALUATOR_____

DIRECTIONS FOR MARKING THE ANSWER SHEET: READ EACH STATEMENT AND THEN JUDGE THE DEGREE TO WHICH THE STATEMENT IS TRUE OR IS ACCOMPLISHED BY THE PROGRAM OR DEPARTMENT. USE THE FOLLOWING SCALE:

IF NOT APPLICABLE BLACKEN SPACE UNDER - 0
IF WELL BELOW AVERAGE BLACKEN SPACE UNDER - 1
IF SLIGHTLY BELOW AVERAGE BLACKEN SPACE UNDER - 2
IF SLIGHTLY ABOVE AVERAGE BLACKEN SPACE UNDER - 3
IF WELL ABOVE AVERAGE BLACKEN SPACE UNDER - 4



A PLANNING EVALUATION: ARE SPECIFIC PLANS DRAWN UP TO GIVE DIRECTIONS FOR CONDUCTING THE PROGRAM?

1. The overall goals are written out
2. The objectives are stated in observable or measureable student behavior
3. The objectives are based on the needs of the learner
4. The objectives are designed to meet documented employer needs
5. Organized written plans of learning activities of the vocational program are maintained by each teacher
6. The learning activities are based on an adequate analysis of the occupation for which the program is designed
7. The vocational-technical program includes planning and continuous evaluation with school and community representatives (advisory committee)
8. Business and industry are consulted in planning
9. Students help plan class activities
10. A program outline is planned for each student at the beginning
11. The planned learning experiences are at several levels of difficulty
12. Plans are modified to meet changing needs and priorities
13. The plans for activities are for both class instruction and for supervised shop or laboratory experiences
14. What is your overall estimate of the degree to which the planning phase gives specific directions for conducting the program?

B PROCESS EVALUATION: TO WHAT EXTENT DO ON-GOING ACTIVITIES CORRESPOND AND/OR CONTRIBUTE TO THE PROGRAM OBJECTIVES?

1. Learning activities are meeting individual students' vocational needs
2. Learning activities are meeting individual students' social and psychological needs
3. Learning activities are provided at several levels of difficulty
4. Students participate in extra curricular activities
5. Instructional activities are related to students' work experiences whenever possible
6. Opportunities are provided for students to assume increased responsibilities
7. Vocational club and organizational activities are used as extensions of learning activities
8. Students have the opportunity to take courses required for college entrance

TENNESSEE LOCAL EVALUATION PROJECT

Over

UTILITY FORM 8888 OPTICAL SCANNING CORPORATION

PAGE 2 EVALUATION OF LEARNING ACTIVITIES

NOT APPLICABLE BLACKEN SPACE UNDER - 0
WELL BELOW AVERAGE BLACKEN SPACE UNDER - 1
SLIGHTLY BELOW AVERAGE BLACKEN SPACE UNDER - 2
SLIGHTLY ABOVE AVERAGE BLACKEN SPACE UNDER - 3
WELL ABOVE AVERAGE BLACKEN SPACE UNDER - 4

	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9
	0	1	2	3	4	5	6	7	8	9

9.	Students are informed about job opportunities in the field of their training and in related fields	0 1 2 3 4
10.	Students develop the ability to handle personal problems, economic and social problems more independently as they progress through the program	0 1 2 3 4
11.	Individual student progress records are used for guidance and placement purpose and to identify students of unusual promise	0 1 2 3 4
12.	Instruction in laws, ethics, and acceptable work habits is a part of each course	0 1 2 3 4
13.	Learning activities include opportunities to observe good safety, fire prevention, and sanitation practices	0 1 2 3 4
14.	Adequate up-to-date instructional materials are used	0 1 2 3 4
15.	Students appear to be following their planned program in day-to-day activities	0 1 2 3 4
16.	Learning activities are periodically evaluated by on-site visits by the principal or supervisor	0 1 2 3 4
17.	Activities are included for the student to explore career opportunities	0 1 2 3 4
18.	What is your overall estimate of the degree to which the activities are relevant to the objectives of the learner and to the needs of the employer	0 1 2 3 4

C PRODUCT EVALUATION: TO WHAT DEGREE IS EACH OF THE FOLLOWING PROCEDURES USED IN THE EVALUATION OF PROGRESS TOWARD PROGRAM OBJECTIVES AND INDIVIDUAL STUDENT OBJECTIVES?

1.	The use of recorded objective data to indicate progress toward program objectives	0 1 2 3 4
2.	The use of recorded objective data to indicate progress toward each student's objective	0 1 2 3 4
3.	Students meet initial employment standards	0 1 2 3 4
4.	Students graduate from school or make a successful next step	0 1 2 3 4
5.	Progress is demonstrated by students to handle personal, social and economic problems	0 1 2 3 4
6.	Students demonstrate behavior indicative of a comfortable employer-worker relationship	0 1 2 3 4
7.	Students demonstrate safety procedures and practices in laboratory, shop or clinical activities	0 1 2 3 4
8.	Students demonstrate proper care and use of occupational instruments and tools	0 1 2 3 4
9.	Employers and teachers are involved in determining cooperative student's progress	0 1 2 3 4
10.	Students demonstrate standards of good design, construction and craftsmanship	0 1 2 3 4
11.	Follow up studies are made of former students	0 1 2 3 4
12.	Learning activities are adjusted to meet changing occupational needs	0 1 2 3 4
13.	Evaluation emphasizes diagnosis of strengths and weaknesses of the program as a basis for guiding learning activities	0 1 2 3 4
14.	What is your overall estimate of the procedures used to determine the effectiveness of the program	0 1 2 3 4

TENNESSEE LOCAL EVALUATION PROJECT

UTILITY FORM 8860 OPTICAL SCANNING CORPORATION

Appendix E

STUDENT FOLLOW-UP

School No. _____ Department or Program _____ Social Security No. _____

Name _____ _____ _____
(Married) (Maiden) (First) Employer Name Employer Address

1. Are you married? ___Yes ___No

2. Are you currently enrolled in school full-time? ___Yes ___No

3. What courses do you feel should be in the school curriculum which would be of benefit to you in your present job?

_____

_____

4. In which area are you interested in obtaining more occupational training?
___Agricultural occupations
___Distributive occupations
___Health occupations
___Home Economics occupations
___Office/Business
___Technical/Technician
___Trade/Industrial
___Other: Specify _____

5. If you have moved from the community where you went to school, how long after you left school did you move?
___Have not moved
___Within one month
___One to six months
___Seven to twelve months
___More than twelve months

6. If you left the community where you attended school why did you move?
___To take a job
___To seek a job
___Parents moved
___Got married
___Military service
___Go to school
___Other: Specify _____

7. What type schools have you attended since leaving this school?
___None
___Community, or junior college
___Military services
___Four-year college or university
___Trade or Business school (Public, Private)
___Correspondence Courses
___Area vocational school
___Company course or school
___Adult classes
___Apprenticeship program
___Technical Institute
___Other: Specify _____

8. Are you self-employed? ___Yes ___No

9. Are you employed in the occupation for which you were trained? ___Yes ___No

10. Were you able to obtain full-time employment as soon as you expected?
___Yes ___No

11. Did you look for employment in the occupation for which you were trained?
___Yes, found job in my field
___Yes, and still looking
___No, did not try
___No, did not have sufficient training

12. How long did it take to obtain your first full-time employment?
___Before completing program
___Less than one month
___One to six months
___Six months or more
___No full-time job

13. If it took longer than you expected to find a full-time job, please indicate the most important reason.
___No jobs available in the community
___Wasn't interested in the jobs available
___Parents wanted me to stay at home
___Lacked skills or other qualifications
___Was too young ___Got married
___Further training

14. How many full-time jobs have you had since leaving school?
___None ___One ___Two ___Three or more

15. If you left your first full-time job, please indicate the most important reason.
___Obtained better job
___Laid off (lack of work)
___Laid off (other reason)
___Quit (wanted more money)
___Quit (disliked work conditions)
___Quit (disliked type of work)
___Quit (no future in it)
___Entered military service
___Other: Specify _____

STUDENT FOLLOW-UP CONTINUED

16. In taking your present job, which of the following was most important to you:

___Earn money to go to school
___Working conditions
___Job security
___Importance of work
___Opportunity for promotion
___Serving others
___Personal interest
___Salary
___Other: Specify _____

17. How do you feel about changing your job?

___I would quit this job if I had anything else.
___I would take almost any other job in which I could earn as much as I am earning here
___This job is average, and I would just as soon have it as any other for the same money
___I am not eager to change jobs but would do so if I could make more money
___I do not want to change jobs even for money because this is a good one.

18. If your job required duties for which you were not trained, list three duties you consider important.

_____

_____

_____

19. What was your starting pay (before deductions) in your first full-time job after leaving school?

___Under $50 per week
___$50 - $75 per week
___$76 - $100 per week
___$101 - $150 per week
___$151 and over per week

	Well Above Average	Slightly Above Average	Slightly Below Average	Well Below Average	Not Applicable
	4	3	2	1	N
20. To what extend did the school prepare you to work with your supervisors, co-workers and subordinates?					
21. How well did your vocational course prepare you for your first job?					
22. Please rate your school frankly on the listed items:					
Quality vocational instruction					
Quality academic instruction					
Occupational skills development					
Physical condition of shops					
Teacher interest in students					
Student guidance/counseling					
Job placement of graduates					
Reputation in community					
Availability of vocational programs					
Information about job opportunities					

Name and address of two people who will always know your location:

1. _____ 2. _____

_____ _____

UT-RCU
9/71

Appendix F

EMPLOYEE APPRAISAL FORM

Name of School	Date	Program or Department	School Number

1. Employee is employed in occupation for which he was trained in school. ___Yes ___No
2. Employee is employed in occupation related to his training. ___Yes ___No
3. Employee has health problem that interferes with job performance. ___Yes ___No
4. Employee has physical handicap that hinders job performance. ___Yes ___No
5. Employee was given a job promotion or merit pay raise within the last year. ___Yes ___No
6. Employee has had a lost time accident on job. ___Yes ___No
7. Would you recommend the school's training program to others? ___Yes ___No

Please rate the following with your best judgment:

	Always 5	Usually 4	Occasionally 3	Seldom 2	Never 1	Unknown U
8. Employee has received adequate training for his present job description.						
9. Employee appears trained for a better position than presently working.						
10. Employee demonstrates the knowledge needed to maintain present position.						
11. Employee demonstrates the work skills needed for present position.						
12. Employee demonstrates basic communications skills (listens, talks, writes as needed for present position.)						
13. Employee performs the basic arithmetic skills needed for present position.						
14. Employee appears to understand the "language of your industry".						
15. Employee speaks the "language of your industry".						
16. Employee is correct when making on-the-job decisions.						
17. Employee performs duties for which he was trained in school.						
18. Employee accepts assignments without complaint.						
19. Employee follows written and verbal instructions well.						
20. Employee performs routine jobs without supervision.						
21. Upon completion of a job, employee seeks another task.						
22. Employee demonstrates loyalty to employer.						
23. Employee lends assistance to fellow workers, when needed for the good of the group.						
24. Employee participates in community activities (Scouts, Y.M.C.A., Church, etc.)						
25. Employee dresses appropriately for the job.						
26. Employee maintains adequate personal cleanliness.						

27. Employee starting pay (before deductions) at present job:

___Under $50 per week

___$50 to $75

___$76 to $100

___$101 to $150

___$151 and over

DB 9/71

Appendix G

STUDENT FOLLOW-UP

Suggested Procedure*

1. Select the target class or classes (out 1 year minimum).
2. Appoint or select Student Committee.
3. Student Committee complete current mail list.
4. Address 1st mailout: Cards—request forwarding!
   (Week one)
5. Revise addresses of students whose cards are returned to school.
6. Address 2nd mailout: Cover letter, return stamped envelope Questionnaire, care with student names on letter and envelopes.
   (Week two)
7. Check student responses with care on mailout list.
8. Address 3rd mailout: Cards, to students not responded!
   (Week four)
9. Check student responses on mailout list.
10. Address 4th mailout: 2nd Cover letter, return envelope, Questionnaire to students not responded:
    (Week six)

Example:

	Do	Do	Don't	
1st mailout, Friday	Oct. 8	Jan. 7	Dec. 10	AVOID HOLIDAY
2nd mailout, Friday	Oct. 15	Jan. 14	Dec. 17	
3rd mailout, Tuesday	Oct. 26	Jan. 25	Dec. 27	
4th mailout, Tuesday	Nov. 9	Feb. 8	Jan. 10	

* Adapted from original material developed by Kentucky, VEEP.

Sample 1st Card

Mailout 1

Date 1971

As a former student of_____ School your fair and accurate evaluation is needed. In a few days you will receive an important survey that can help us. Your help and concern is certainly appreciated.

Sincerely,

(Signed by)

Vocational Teacher

Mailout 2

SAMPLE COVER LETTER

School Letterhead

Date 1971

Dear (type first name)

Your help is needed! Yes, since you are a member of the class of 19___ _____ vocational program, we need your help for a few minutes to answer some important questions.

In order for us to make improvements we need your fair and accurate evaluation. We have designed the questions so that only a few minutes is required. Please take time to think about and answer each question today. A stamped envelope is provided for you to mail your evaluation to us.

Should you have any questions, please telephone us or write it on the margin. Thanks for your cooperation and help to your school.

(Signed by) Sincerely,

Vocational Student Vocational Teacher

(Signed by)

Superintendent of School(s)

Enclosure: Stamped envelope
Survey

C2/63

Sample 2nd Card
Mailed only to non-returns

Mailout 3

Date 1971

Your help is needed and appreciated in the evaluation of the vocational program at _____ School. Thanks for taking a few minutes to complete answers to the survey and mailing it for return to us.

Sincerely,

(Signed by)

Vocational Teacher

Mailout 4

SAMPLE 2nd COVER LETTER

School Letterhead

Date 1971

Dear (First Name):

As a student in the class of 19___ your help is needed for a few minutes in answering some very important questions. Since we have not yet received your answers, we assume perhaps the first survey is mislaid or lost.

We hope to have all class members to help us make some important decisions and we want your fair and accurate evaluation. Please use the enclosed stamped envelope to return the completed survey. Thanks for your cooperation.

Sincerely,

Vocational Teacher

Enclosures

Vocational Curriculum Laboratory
Box 1114
Murfreesboro, Tennessee 37130